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Competitive athletics for girls

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COMPETITIVE ATHLETICS FOR GIRLS

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COMPETITIVE ATHLETICS FOR GIRLS

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COMPETITIVE ATHLETICS FOR GIRLS

The recent rumor concerning a statement made by an outstanding woman golfer that she could compete on even terms with any man, adds momentum to the controversy centering on the question of the competitive ability of women as compared to that of men in the field of athletics.

Such women as "Babe" Didrickson, Stella Walsh and Helen Wills Moody, who are outstanding competitors in sports, serve as examples of the capabilities of girls in athletic events. "Babe" Didrickson has been known to say that she feels capable of defeating a man in a series of athletic tests. Helen Wills Moody, however, recently stated that it was quite unlikely that a woman could play evenly with a man. Mrs. Moody says, "I can think of no sport in which women can compete on equal terms with men. Certainly not in football, or ice hockey, or polo. Long-distance swimming is, perhaps, the exception, and here it is endurance rather than speed that counts most.

"There is a man against whom I have played one match a week for thirteen years, except when I have been away from home, traveling. This offers an opportunity to compare men's and women's tennis over a period of years. In the thirteen years that I have been playing against him, I have never been the winner of any of our matches. I can boast of rallies and of games won, but never a match. And am I discouraged after thirteen years? No. Each time that we play I think that I am going to win, that this time it is going to be different. Even though hope springs eternally in my breast, I am forced to admit that he is the

better player. He is taller than I, and stronger. He weighs more, has a longer reach, runs faster, and is quicker in starting after the ball. What is true of him as an individual player is true of other men players. They play a more forceful game because physiologically they are better fitted for the speed and action demanded by sport. I am comparing only men and women players who rank in similar positions in their respective fields. There are literally thousands of men who can be beaten by the higher ranking women players in tennis. But, unfortunately, the No. 1 woman player could not defeat the No. 1 man player, nor the No. 2 woman player the man ranking No. 2. But in using their heads and thinking quickly, I believe that women are the equaln of men in tennis."[1]

The problem is even more vital today than in the past. The emancipation of women has given impetus to the desires of college and high school girls for physical activity. In order to meet the demands of these girls, physical educational and athletic progrms have been sponsored, with the ultimate objectives of health, social efficiency and culture as the bases of all recreation, exercise and sport.

[1] "My Life on the Courts", Helen Wills Moody. Saturday Evening Post, June 17, 1933. P. 24.

DEFINITIONS

The terms "athletics", "athlete", and "competition", as used in this study, are defined by Webster as follows:

"athletics - art of training by athletic exercise.

"athlete - one skilled in feats of physical strength and agility.

"competition - implies a struggle or a contest between two or more persons for the same object. Rivalry, a synonym, oftener suggests a personal contest for selfish ends resulting in envy and jealousy."

Dr. Frederick Rand Rogers, Dean of the Department of Student Health, Physical Education and Athletics at Boston University, discussing competition as the opposite of cooperation, declares,

"We may define competition as the mutual struggle of two or more persons for a prize or goal which cannot be shared. We compete for a cup, medal, championship, honor, to win a race, to earn the highest number of points.

"But competition involves more than winning the prize. To compete, I must want something, you must want it too, I must know you want it, and you must know I want it. Even more: I must know you know I want it and you must know I know you want it. In other words, the understanding must be mutual, after which we both strive for the prize, seeking to take and keep it from the others. This is the essence of competition, and how completely, absolutely selfish it is can now be realized.

"The classic example of competition is a duel to the death, in which one antagonist saves his life while the other loses his. Thus, competition is essentially a destructive process, which in itself harms all who practice it. Competition creates nothing. It is an expression of the basest instincts - of self-preservation in its lowest form."[1]

PHYSIOLOGICAL ASPECTS OF COMPETITION

There are many different angles from which this subject may be approached. Because health is the main objective of an athletic program, a discussion of the physiological aspects of this problem will give a clearer conception of why competition for women may be a deterrent to full development of health through sports.

A study of college athletes resulted in a finding that the cause of bad heart conditions may be due to their high school athletic activities. The blame is usually placed upon competitive athletics rather than upon physical education as such. The intense emotional appeal of competition acts as a spur which finds no parallel in the less exciting stunts and drills of the gymnasium. Feats of unusual strength and endurance are entirely possible to the athlete who experiences the thrill of competition and overlooks the signs of an overtapped muscular system.

In Philadelphia a study made by Dr. A. E. Kerr[2] of 10,000 school children showed 0.69 % heart trouble in elementary school pupils and 1.11 % in high school students with a slightly larger amount among girls than boys.

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[1] Dr. Frederick Rand Rogers, Address at Cortland Normal School, March 31, 1933.

[2] Journal of Health and Physical Education. Vol. II, No. 1, January 1931. P. 16. "Safeguarding the Heart in High School."

From physical examination tests made with 5,103 high school students, 115 were rejected from athletics: 90 for heart conditions, two for hernia, 20 for hyperthyroidism (all girls), and three for miscellaneous conditions. A larger percentage of girls was rejected than of boys.[1]

Birchoff once took the trouble to investigate the proportions of the various tissues in a man of 33, a woman of 22, and a boy of 16, all of whom died accidentally in good physical condition. He found the following relation between muscle and fat:[2]

	Man	Woman	Boy
Muscle	41.8	35.8	44.2
Fat	18.2	28.2	13.9

Women have a tendency to develop superfluous fatty connective tissue. They accumulate in their systems incompletely oxidized material ready for impregnation or lactation, and when not otherwise utilized, it forms adipose tissue. This tendency, while if is chiefly responsible for the charm and softness of the smoothly rounded feminine form, results in women possessing a larger amount of non-vital tissue than men.

"In woman the thigh, though short, tapers rapidly, and at the lower part it is, absolutely, scarcely if at all larger than that of man; so that while the masculine thigh tends to be columnar the feminine thigh tends to be conical. This characteristic imparts some appearance of instability to the female figure, and the effect is increased by the marked inward inclination of the thighs in women,

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[1] Journal of Health and Physical Education, Vol. II, No. 1, January 1931. P. 16 "Safeguarding the Heart in High School."

[2] "Man and Woman", Havelock Ellis.

resulting from the breadth of the pelvis, an inclination which, when it exists in a very marked degree, gives an appearance of knock-knee, and the inward inclination of the thigh is compensated by an outward inclination of the leg.

"This obliquity of the legs is the most conspicuous aesthetic defect of the feminine form in the erect posture, while it unfits women for attitudes of energy, and compels them to run by alternate semicircular rotations of the legs. In large-hipped civilised women the characteristic is much more obvious than in small-hipped savage women."[1]

As late as 1924 Mind and Body was publishing Dr. E. H. Arnold's report "on the peculiar nature of the female" in which it was intimated that the increases in the number of artificial deliveries at childbirth "are due in part to pelvic changes resulting from athletics not intended for women". On this same subject Havelock Ellis says, "While it is highly desirable that women should pay attention to their muscular development, to women the involuntary muscular system is of special importance. . . . I have noticed that well-developed muscular and athletic women sometimes show a marked degree of uterine as well as visceral inertia in childbirth."

Dean Frederick Rand Rogers states that there is no gainsaying the fact that in muscular strength the maturing woman diverges sharply from the man in development. The curve (Figure 1) shows nature's intention with a force which must be convincing, and it should be observed especially that the point of sharpest change in development for girls

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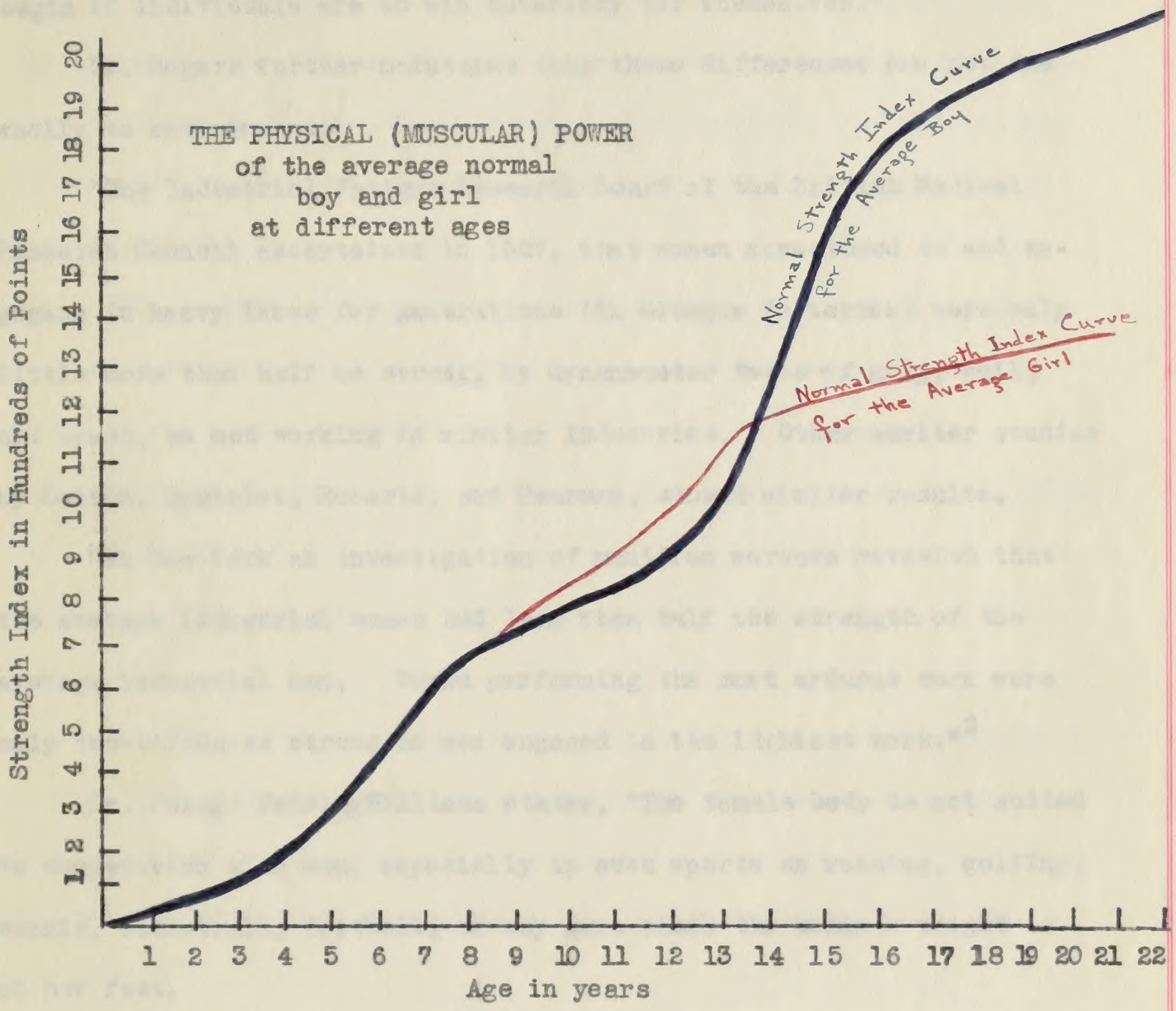
[1] "Man and Woman", Havelock Ellis. Pages 161-162.

FIGURE I


THE PHYSICAL (MUSCULAR) POWER
of the average normal
boy and girl
at different ages
Strength Index in Hundreds of Points
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
Age in years
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
Normal Strength Index Curve for the Average Boy
Normal Strength Index Curve for the Average Girl

occurs at the very ages when training for athletic competition must begin if individuals are to win notoriety for themselves.[1]

Dr. Rogers further maintains that these differences are not due wholly to environment.

"The Industrial Fatigue Research Board of the British Medical Research Council ascertained in 1927, that women accustomed to and engaging in heavy labor for generations (in Glasgow factories) were only little more than half as strong, by dynanometer tests of grip, pull, and crush, as men working in similar industries. Other earlier studies by Galton, Quetelet, Roberts, and Pearson, showed similar results.

"In New York an investigation of munition workers revealed that the average industrial woman had less than half the strength of the average industrial man. Women performing the most arduous work were only two-thirds as strong as men engaged in the lightest work."[2]

Dr. Jesse Feiring Williams states, "The female body is not suited to competition with men, especially in such sports as running, golfing, tennis, basketball, football, or any game where the woman's weight is on her feet.

"Swimming is the only sport I know of where woman can compete with man. In this she has the advantage, for her body has a greater specific gravity.in water than man's and when swimming the weight is not on her feet.

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[1] School and Society. Vol. XXX - Olympics for Girls. August 10, 1929.

[2] "Measures in Physical Education", Frederick Rand Rogers. P. 217.

"In other sports woman is at a disadvantage when competing against man, because her body is totally different in construction. For instance, her arms do not hang loosely from the shoulder sockets as a man's, because of her fuller chest. The formation of her hips and thighs is different. Nature has molded her form to suit the female organism within.

"The network of muscles in a woman's body, particularly those muscles that protect the pelvis, are more intricate than the muscles covering the hips and abdomen of a man."[1]

Girls are known to grow faster and stop earlier than boys. Therefore, in each year of childhood they have traveled farther toward their ultimate growth and are more mature physically than are boys of the same age.

"In the mature woman the center of gravity is lower, due to more adipose tissue in the region of the hips, and to smaller shoulders and chest. These factors put the woman to a disadvantage in all exercises in which the arms support the weight and in exercises of speed and endurance."[2]

There has been for some time the impression that jumping for women has some effect upon the pelvic organs, principally the uterus. These effects are visualized as being what one might expect from the

[1] **J. F. Williams** , Teachers College, Columbia University. Sunday Messenger, Athens, Ohio. August 30, 1925.

[2] . Charles D. Giauque, . "Steps in the Development of a Rational Track and Field Program for Girls."

diagrammatic drawing of the pelvic organs which are found in many of the older books of anatomy. In these drawings the uterus is pictured as standing straight up, with the broad and round ligaments stretched tightly out to the sides and with everything else in the pelvis removed.

"The impression naturally conveyed by such a picture would be that the uterus is held in this position by tightly stretched ligaments and that it will flop violently backward and forward in the open spaces in front and behind when any sudden change of velocity takes place. If this were a true picture of the conditions found, there would be no questions as to the harmfulness of all forms of jumping for women.

"A number of autopsy cases were examined to ascertain exactly what strain there might be on the ligamentous structures of the uterus when the uterus was pushed downward. These sources of information all concurred in conclusions which are summarized as follows:

" 1. The uterus, unless infected or pathologically adherent, is normally quite movable, especially in an antero-posterior plane. It is, in fact, one of the most movable organs in the body. Not only is the organ movable as a whole, but the fundus or body of the uterus is quite movable upon the neck or cervix. The neck or cervix is quite firmly attached to the bladder and the vagina in front and below, to blood vessels laterally and to the rectum behind.

" 2. In a standing position, the position of the uterus is normally about horizontal. The fundus is usually flexed seventy or more degrees on the cervix and the whole rests over on the bladder which at

the time of participation in exercise is normally almost empty. When empty, it forms a saucer-like cushion for the fundus of the uterus.

" 3. Forward version of the uterus puts no particular strain upon the ligaments of the uterus, for it is simply drawn down onto the bladder which acts in this case as a normal cushion for the uterus. The bladder is in turn supported by the pubis.

" 4. The chief support of the uterus is the pelvic floor which consists of the perineal muscles and fascia, together with the bladder, the bowel, the urethra, the vagina, and the peritoneum. The strain placed upon the ligaments by any antero-posterior movement of the uterus is negligible.

" 5. The uterus is surrounded by viscera, the colon, the rectum and the small intestines, all acting as "packing" so that this flexible muscular organ which weighs from forty to fifty grams is well tucked in, like a vase packed in pillows. It does not and cannot flop violently upon being subject to jar. The ligaments are slack in a standing position and simply act as guy ropes to prevent too great lateral movement."[1]

The tentative conclusions of the study follows:

" 1. There is very little factual evidence available, and American physical education publications largely give adverse opinions. We believe they are, as a rule, based upon an erroneous notion of pelvic anatomy and are tinged with the conservatism of elderly persons who, especially when they are of the feminine sex, have themselves done little jumping.

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[1] "A study of landing shock in jumping for women," C. H. McCloy. Arbeitsphysiologie, August 15, 1931. P. 101.

" 2. The anatomical evidence would point to there being no real reasons why girls or women whose pelvic floors were uninjured and who had no pelvic infection should not jump.

" 3. Gynecologists indicate that there is no real danger in jumping if the administrator of the physical education department maintains an adequate health examination service.

" 4. The shock of landing is, for the pelvic organs, negligible."[1]

"Havelock Ellis characterizes the menstrual period as a continuous process rather than a temporary and isolated phenomenon. He describes it as 'an outward manifestation of a monthly physiological cycle which influences throughout the month the whole of a woman's physiological and psychic organism.' He continues, 'Whatever organic activity we investigate with any precision we find traces of this rhythm. While a man may be said, at all events relatively, to live on a plane, a woman lives on the upward or downward slope of a curve. This is a fact of the first importance in the study of physiological and psychological phenomena in women. Unless we always bear it in mind we cannot attain to any true knowledge of the physical, mental, or moral life of woman.'

"After describing the physiological phenomena attendant upon menstruation, he continues: 'On the psychic side there is another series of phenomena. There is greater impressionability, greater suggestibility, and more or less. . . diminished self-control.

" 'It is at this time, in those women who are at all predisposed, that sudden caprices, fits of ill temper, moods of depression, impulses

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[1] "A study of landing shock in jumping for women," C.H. McCloy. P. 111.

of jealousy, outbursts of self-confession, are chiefly liable to occur. These facts of morbid psychology are significant; they emphasize the fact that even in the healthiest woman a worm, however harmless, gnaws at the root of her life.'

"Clouston made observations which led him to make the following statement: 'No doubt the influence of woman's great function of menstruation is considerable on the normal mentalization. It has a psychology of its own, of which the main features generally are a slight irritability or tendency toward lack of mental inhibition just before the process commences each month, a slight diminution of energy or tendency to mental paralysis and depression during the first day or two of its continuance, and a very considerable excess of energizing power and excitation of feeling the first week or ten days after it has entirely ceased. . . . . As is well known to all physicians, many purely nervous derangements and diseases, such as neuralgia, migrane, and chorea, are apt to be aggravated at the menstrual period or to begin then.'

"On the basis of pure observation G. Stanley Hall makes the following statement. 'Women are more easily hypnotized, more prone to jealousy, ill-temper, and confessionism, and can make less accurate and energetic movements and mental activities are less brilliant. The normal woman in her prime, no matter how healthy, is more sensitive, more prone to depression, excitable, moody, feels more fatigued, distracted, suffers pain more or less intense in different parts of the body, especially in the head, is liable to discontent, quarrelsomeness, unstable in appetite and sleep, disappointed, feels depressed, and can do less work with mind and body.'

"Lombroso found that out of eighty women arrested for theft in the shops of Paris, only nine were not at the mentrual period, and adds, 'One peculiarity of the female criminal lunatic, which is, however, only an exaggeration of her normal state, is that her madness becomes more acute at particular periods, such as menstruation, menopause, and pregnancy.'

"Havelock Ellis reports a study in which Krugelstein discovered that in the 107 cases of suicide in women which had come to his attention the act was committed during the menstrual period.

"The observation of Icard to which Hollingworth refers led him to make the following statement with regard to periodicity: 'The physical and psychical state of women during the menstrual period seems to me to constitute one of the chief reasons why she should not administer public affairs. Indeed, one cannot depend upon a health so fragile and so often disturbed; the errors of judgment and the false evaluations so often made at that time prove that they (women) are unable to undertake comfortably and successfully that which should be the exclusive lot of the stronger sex.'

"Studies of George S. Walker, first assistant physician in charge of the female department of the Western State Hospital, Staunton, Va., led him to make the following statements: 'The connection between disorders of menstruation and disorders of brain and nervous system has long been an established fact. It is also a well-known fact. . . that amenorrhea is not infrequently met with in the insane.' Upon this theory, he searched for and found an emmenagogue by means of which he was able to reestablish the mentrual function in a number of cases which in turn

resulted in their cure from insanity.

"Engelmann reported as the combined result of the work of previous investigators and of his own study based upon the answers he received to questions which he sent to a great number of women in high schools, normal schools, colleges, business houses, training schools for physical education teachers, and training schools for nurses, as follows: 'The activity of every function (pulse rate, blood pressure, muscular force, pulmonary capacity) is intensified before the appearance of the flow, with the exception of nerve excitability . . . which reaches its height during the flow, as does radiating heat by reason of the diminished blood pressure. Hemoglobin is increased during the flow, so also the number of white corpuscles from one to two thousand in the m.m., with a relation of 1:247 during the flow, and 1:405 in the intermenstrual period. The number of red corpuscles is greatest just before the appearance of the flow, diminishing with its coming and again rising on the day after cessation. The sensory organs likewise reflect the functional condition, the field of vision is contracted. . . sight, hearing, and smell are interfered with. These facts will suffice to demonstrate the distrubed equilibrium of the entire system. . . . There remains no doubt as to the influence of the function upon the entire economy; every organ and every system is more or less involved.'

"By means of his questionnaire he found from 50 to 80 per cent of his group recording disability at the time of the menstrual period and remarks that 'almost invariably the percentage of suffering is greater the more exacting the work.' He continues: 'Mental energy and acumen are as a rule diminished during the flow, - mental exertion

and study at that time are more difficult and wearing and require greater effort.' And further, 'We hear of the vigor of savage woman, of her capacity for work, her ability to follow the warrior on the march, and why is this? It is because she is judiciously cared for during every period of functional life, and this care is given to woman of primitive peoples of every race, of every color, in every clime. It is the teaching of intuition, the instinct of self-preservation which recognizes the importance of the function. These were the teachings of the great lawgivers - Moses and Zoroaster - and, when religious law did not command, custom, equally potent, provided enforced rest and abstinence from labor and the daily routine work. So essential did rest seem, and what is more, rest in the recumbent position, that among some peoples we find the hut for the menstruating woman so low that the upright position was impossible; she was obliged to lie down.'

"In the Johns Hopkins Hospital Bulletin for April, May and June, 1901, Clelia Duel Mosher reports a study based upon two kinds of data: (a) Introspection and menstrual records of 300 women, 'collectively extending over 3,000 menstrual periods,' (b) daily records of the blood pressure of 9 women and 5 men. She identified a blood pressure wave in both men and women, the trough of the wave in women occurring near or at the menstrual period. When this wave was compared with the curve constructed on the introspections of the subjects, the two were found to parallel each other; the 'sense of maximum efficiency of the individual corresponding to the time when the pressure is high, and lessened efficiency to the periods of low pressure.'

"Mosher states that 'untrained women, especially without absorbing occupation, naturally refer their lessened sense of well-being and diminished sense of efficiency, which may accompany the lowered general blood pressure occurring near or at the menstrual flow, to the function of menstruation.' Elsewhere Dr. Mosher states: 'In my experience the traditional treatment of rest in bed, directing the attention solely to the sex zone of the body, and the accepted theory that it is an inevitable illness, while at the same time the mind is without wholesome occupation, produces a morbid attitude and favors development and exaggeration of whatever symptoms there may be.'

"Mary Putnam Jacobi measured urea excretions and noted pulse rate, temperature, and sphygmographic tracings of the radial artery of six persons for one, two, or three months with the following results: 'In the majority of cases, the excretion of urea is increased during the few days preceding menstruation, over that of the intermenstrual period, it decreases during the menstrual flow, and is at its minimum just afterwards; the pulse shows no uniform rate of variation; the temperature rises just before menstruation, to fall during the flow, but at no time was the variation as much as half a degree. The sphygmographic traces show a constantly increasing rise of arterial tension from a minimum point reached just after menstruation to a maximum point just before, but rapidly lessened during the menstrual flow.

" 'In all of the details examined, therefore, we find evidences of such a gradual but steady preparation for the menstrual hemorrhage as should exclude the idea that this when normal has any tendency to deplete the nutrition or lower the strength. The menstrual flow is the least

important part of the menstrual process and arguments for rest drawn from the complexity of the physiological phenomena involved in this should logically demand rest for women during at least twenty days out of the twenty-eight or thirty. There is nothing in the nature of menstruation to imply the necessity, or even desirability, of rest for women whose nutrition is really normal. The habit of periodical rest . . . might indeed easily become injurious. Because of the cessation of nervomuscular activity the blood properly attracted to the muscles and nerve centers would be divested from them and tend toward the pelvis, increasing its hyperaemia above the physiological standard. Many cases of pelvic congestion, developed in healthy but indolent and luxurious women, are often due to no other cause.'

"Objection might be raised as to the validity of these conclusions on the grounds of the very small number of cases, especially if they were not all of them carried over the entire three months' period.

"Novak studied the function macroscopically. He says, 'Perhaps the most conspicuous macroscopic change occurring during menstruation is the pelvic hyperaemia so characteristic of this process. The pelvic vessels, especially those of the uterus and adnexa, are engorged with blood. Operations performed at this period are usually attended with much more hemorrhage than at other times. In general it may be said that normal menstruation is not accompanied by actual pain although there is often a sense of heaviness and discomfort in the pelvis.'

"Observation of present practice indicates a rather careful shielding of the girl from physical activity during the catamenial period. Of the fifteen colleges and universities studied, eight, or 53 per cent, excuse the student from all obligations of physical activity for a length of time she herself may deem necessary, - usually two or three class periods.

"One university permits the girl to be absent from class as long as she desires but requires her to 'make up' every class period missed. One excuses the student two consecutive class periods. If she desires further absence, she is required to substitute special exercises for regular class work. Since physical education classes meet only two or three times a week, these provisions really amount to a period of four or five days, - depending upon the day of the week when menstruation begins, - in which the girl is not expected to participate in any form of physical activity.

"One university excuses the girl two consecutive class periods and, if she desires further absence, requires her to 'make up' the time she has missed over and above the two class periods allowed. One excuses the girl one day and requires all other class periods missed to be 'made up' at a later time. One permits no absences but conducts special classes to which the girl is required to report at this time. One requires observation of class work to be substituted for class duty. One makes no allowance whatever for thd critical period."[1]

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[1] "Physical Education for Women in State Universities," Georgia Borg Johnson, Ph.D. Columbia University, Contributions to Education, No. 253. Pages 53-61.

Table showing tabulation of regulations in various universities:[1]

(Absences from class periods because of menstruation)

School	Time Allowed in Terms of Class Periods	Time Allowed in Terms of Days	Substitutions Required	Time to be "Made Up" in Terms of Class Periods
VI, VII, VIII X, XI, XIII, XIV, XV	2-3	4-5	None	None
V	2-3	4-5	None	All time missed
II	2	4	Special exercise if more days are needed	None
IX	2	4	None	All class periods over and above the two periods allowed
VI	1	2-3	None	All class periods over and above the one period allowed
I	None	None	Rest and special exercise	None
III	None	None	Observation	None
XII	None	None	None	None

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[1] "Physical Education for Women in State Universities." P. 60.

Dr. J. H. P. Paton from his experience at the St. Andrews School for girls prohibits all severe games and exercises (but allowing walking exercise) during the first three days of the period.

"Since his results are at the least equally good, it is evident that strenuous exercise is not essential to health. Paton believes that it is often harmful, and finds that though the comparative rest at the monthly period is sometimes at first resented by the girls its proves undoubtedly beneficial under modern school conditions, when competition in games is so great and the educational standard involves such strenuous work, and that all the house mistresses are in agreement as to this benefit."[1]

The concensus of opinion seems to denote that strenuous activity during menstrual period is not advantageous to health.

"The management of group athletics for girls is rendered difficult by the fact that the girl should not take part in a vigorous game during the menstrual period. At just this time, not infrequently, her participation is needed as a member of a team. To guard against such a difficulty it is important to have several substitutes properly trained, or, if this provision cannot be made, the game, however important, should be delayed rather than to allow any girl to run the risk of harm. The above and other reasons support the proposition that interschool or interinstitution athletic contests for girls are not as a rule advisable. If allowed under exceptional conditions they should be supervised with great care. Interclass games within the school can be more safely administered."[2]

[1] "Man and Woman", Havelock Ellis. P. 130.
[2] "Health and Education", Thomas D. Wood. P. 102.

PSYCHOLOGICAL ASPECT OF COMPETITION

Competition is an ever-present element in the lives of boys. They are accustomed to take defeat and victory in a better spirit than girls. Psychologically, therefore, it seems that girls are not very well suited to competition. Women do not enjoy competition in the same way as men. The possession by men of the fighting instinct is one of the sexual differences.

The desire to throw hard and straight is instinctively a masculine desire. It is not because of physical differences but because man has better neural coordination. Since girls do not have this ideal about throwing hard, they do not play the competitive games of boys which require this ability.

When boys play with dolls, they do not assume the domestic manner that girls do but rather, use doll-playing to satisfy their hunting and fighting instincts. They do not dress the dolls, put them to bed, or "play house" with them. They prefer to treat the dolls as soldiers. In other words, they arrange competition for their dolls.

It is almost the universal opinion of coaches that girls learn the habits of team-play less readily than boys. Men have the "gang" instinct which is the basis for their intense interest in team games and interschool athletics. Girls do not usually travel in groups; they travel in pairs. Through the ages, it was the instinct of men to group together for protection. It was not necessary for women to do this. Their only concern was in being good wives and mothers. It was man's duty to protect his mate.

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The general statement that women respond to stimuli, psychic or physical, more readily than men, is uncontested, though it may be modified or limited in certain respects. We may call this nervous condition of woman a greater "irritability". Havelock Ellis prefers the term "affectability".

It has been pointed out that the greater emotionality of women, into which psychic sexual differences may be largely resolved, has its source in the special disposition in women of the endocrine glands. Associated with this nervous source of emotionality, and underlying it on the hormonic side, is the variability of the ovarian and thyroid secretion, with a tendency to unusual excretion of lime salts. These calcium compounds, it now appears, are largely responsible for vaso-motor stability and nervous and muscular control.

Havelock Ellis says, "The very periodicity of the sexual life in women indicates an accumulation of nerve force ready to use when the periodic occasion arises, or to burst out tumultuously."[1]

Emily Williams investigated in Chicago the patellar reflex (or knee-jerk) of 63 men and 70 women, between the ages of 18 and 24. They were all normal and were living under similar conditions. She used a mechanically operated hammer. The average response was 35 cm. for the men, and 48 cm. for women. She concluded that the excitability of women is greater.

Experiments designed to show the influence of size in affecting judgments of weight were made among 2,000 school children between the ages of six and seventeen, except at the age of nine when both sexes

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[1] "Man and Woman", Havelock Ellis. (the emphasis is mine.)

are equal. Throughout the series, girls were found to be more suggestible than boys to the deceptive influence of size. One factor responsible for this result is that girls are more inferior to boys during the last three years. It was also found that 60 per cent of girls and only 40 per cent of boys were deceived by the pretence of throwing a ball into the air.[1]

One reason explaining the fact that women love dancing, isthat it enables them to give harmonious and legitimate emotional expression to this neuro-muscular irritability which might otherwise escape in more explosive forms.

"In this connection mention may be made of the extravagant exaltation of obscenity and cruelty, surpassing that of men, to which women have been carried in times of popular epidemics of passion and excitement; this has been pointed out by Diderot, Despine, Lombroso, Ferrero, and others. Zola has given an artist's picture of it in 'Germinal'. From time to time during the Great War it was noted how (to quote from one report) 'the women were worse even than the men'. Their display of spite, their heartless cruelty, their profusion of gross insult were barbarous beyond all words. One officer tells how a woman of the Red Cross brought him a glass of water, spitting in it first. Such observations were made with special frequency in the Balkan countries, nearer to barbarism. Well-dressed women were seen, inciting the children to join in the revel, with knives or hatchets, or rifles, stabbing and torturing, or shooting men in the back, and women who had no other weapon would use their teeth. This was in 1916."[2]

[1] Studies Yale Psychological Laboratory II (1894) 61.
[2] "Man and Woman", Havelock Ellis. P. 358.

"Lack of 'staying power' is the popular way of expressing the neuro-muscular exhaustibility of women, and, as we have previously seen, this is everywhere found to characterise the work of female clerks in the Post-office, etc.; under ordinary circumstances the women are equal to the men, but they cannot work under pressure. It is sometimes said that women are more easily distracted from their work;. . . . . In Germany, during the Great War, when women were employed as car and omnibus conductors, there was much trouble and friction. They were said to be less amenable to discipline than men, less reliable and trustworthy, and more casual in their ways."[1]

"When women enter the same fields as men, on the same level and to the same degree, their organic constitution usually unfits them to achieve the same success, or they only achieve it at a greater cost. Woman's special sphere is the bearing and the rearing of children, with the care of human life in the home. Man's primary sphere remains the exploration of life outside the home, in industry and inventions and the cultivation of the arts. She gives her time to man and to the rearing of his children, while he is inspired by her to roam abroad, bringing back the bright playthings of his inventions and arts. All that we have found in our long course of investigation is in harmony with this primitive and fundamental distinction between the two main spheres of masculine and feminine activity. While the woman has no more reason for feeling herself a mere 'breeding machine' than the man has for thinking himself a mere 'provender machine' - though so many are little but that - yet, reduced to its simple natural elements, to

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[1] "Man and Woman", Havelock Ellis. P. 361.

which there is no need to reduce it, that is the naked natural fact, whatever deviations may follow. Woman breeds and tends; man provides; it remains so even when the spheres tend to overlap. This is demonstrated over and over again from all parts of the world, among all kinds of races, every period, under any civilisation."[1]

In basketball tournaments for girls, in which a team would play three or four games in a day, girls have been removed from the floor in a hysterical condition. This has never been known to occur during a tournament in which men alone participated.

Dr. Sargent says that a girl's emotional nature renders her more likely to carry the exercises she enjoys to excess. Also, the emotions of a girl during the period of change become unstable.

Robert Ellis says, "The greater activity of the thyroid is one of the probable causes of the greater excitability of women, because the effect of thyroxin on nerve tissue is to increase its excitability."[3]

A German writer says, "The contest is in the province of the man; it is a stranger to the nature of a woman."[4]

It is not advantageous for biological reasons to submit girls to the strenuous training necessary for the intensive competition involved in the usual scholastic meets. A girl under strenuous competition is subject to nervous as well as muscular strain. Her nervous resources are often exhausted sooner than her muscular endurance. In other words, a girl under the continued physical strain of intense competition "Quits" mentally without realizing that she is doing so.[2]

[1] "Man and Woman". Pages 468-469.

[2] Play Day the spirit of Sport; Ethel Perrin and Grace Turner.

3 "Principles of Women's Athletics", Florence A. Somers

4 Ibid.

"Several statements received from teachers with regard to the kinds of play observed by them among girls and boys show a striking oneness in their conclusions. The details of their statements may not be universally applicable, but will serve to show the general distinctions in play. Miss Helen Frances Doherty, for instance, noted the following differences between boys and girls. Boys have many muscular plays, wrestling and fighting; girls have social plays, calling and visiting. Boys have the constructive impulse toward large things, such as hut-building; girls like to construct minute things, such as patterns. Boys are more anxious than girls to try new things; they show a love of the grotesque as opposed to the love of the conventional shown by girls. Boys endure dress for utilitarian reasons only; girls love dress for aesthetic reasons. Boys play more often in gangs, girls in pairs. Among boys a quarrel leads to a fight, among girls to pouting and mean remarks. Boys like to shock, or expressing the same instinct in another way, to excite admiration for feats they perform. Girls like to act shocked and to admire.

"These same differences appear in other relations besides those of play. In school life boys seem to be more loyal to one another than girls are. Boys who get into a scrape, and even other boys who merely know about the scrape, will stand punishment and expulsion from school for not telling. Sometimes such cases occur among girls, but it is the general testimony of the teachers with whom I have talked that boys are far more loyal to one another than girls are."[1]

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[1] "A Philosophy of Play," Luther Halsey Gulick, M.D. P.87-89.

Men and women are fundamentally different in the kinds of things from which they derive fun. There is no use putting on a program for girls if there is no satisfaction to them in their emotional and functional life.

The program has to be built on a psychic difference. The girl makes things - dolls and dresses. The boy builds things. The girl from her biological past is built and driven to do things differently.

The educator must ask two questions: Will the proposed mode of athletics appeal to the girl as her own? Is it something of which she has the instinctive roots in herself, and which will mature the capacities that are struggling for manifestation in her? And again: Will the proposed activity give that sort of expression to these impulses that will carry the girl on to a higher plane of consciousness and action, instead of merely exciting her and then leaving her just where she was before, plus a certain amount of nervous exhaustion and appetite for more excitation in the future?[1]

[1] "Source Book in Health and Physical Education", Thomas D. Wood and Clifford L. Brownell. Pages 508-509.

CONCENSUS OF OPINION WITH RECENT TRENDS

It is the almost universal opinion of educators that girls need athletics as much as boys. They are, however, also of the opinion that girls cannot without danger to their health, follow slavishly the methods of the boys.

Athletics will help train the girl physically, mentally, and morally and help her prepare for her life work. In the case of competitive athletics, it is a question of physiological and emotional differences between the girl and boy - not a question of inferiority or superiority. In following the lead of boys in athletics there has been emphasis on all-star girls' teams to the neglect of physiological, educational and athletic development of the great mass; on the spirit of winning at any cost to the detriment of sportsmanship; on the lowering of high athletic ethical standards; on the exploitation of the girls for the amusement of the general public.[1]

"There is no such athletic tradition for girls' athletics as has been built up for boys, and as a result the question of physical activities best suited for girls and young women of a well-rounded and well-administered program is widely discussed at the present time. . . . Many leaders oppose emphasis upon track and field meets and inter-institutional competition because of their great intensity and undesirable publicity so often connected with them, the danger which lies in the development of stars to the neglect of the great mass of girls, the lack of proper medical examination, and the tendency for girls to participate when they are unfit."[2]

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[1] "Girls' Athletics at the Crossroads," John M. Cooper. Catholic Educational Review Magazine. March, 1925.

[2] Normal Course in Play, by the Playground Recreation Association of America.

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[2] Normal Course in Play, by the Playground Recreation Association of America.

The Women's Division of the National Amateur Athletic Federation has been established to set standards in athletics for girls and to act as a clearing house for problems connected with girls' athletics. The women at the head of this Federation made a very thorough study and put their results in the following platform.

"Alarmed at undesirable and even dangerous tendencies which were developing in girls' athletics for lack of sound guidance and knowledge, and conscious of the need to make constructive information and help more easily and effectively available for all groups in this rapidly growing and important field, these leaders established the new organization:

"1. To inaugurate and lead a national movement for sane and constructive athletics and physical recreation for the girls and women of America;

"2. To bring together all groups interested in such activities in a central and unified body for purposes of more efficient correlation and co-operation;

"3. To formulate and establish nationally standards for the sound conduct and development of girls' athletics;

"4. To help groups to put those standards into concrete effect in their work;

"5. To make possible for girls and women a wider participation in athletic activity than had heretofore been attempted; and

"6. To serve as the national research body and clearing house for all problems of athletics and physical recreation for girls and women."[1]

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[1] Pamphlet issued by the National Amateur Athletic Federation of America. P. 2.

The following platform was adopted at the First Annual Meeting, Chicago, Illinois, April 22, 1924:

"The Women's Division of the National Amateur Athletic Federation of America believes in the spirit of play for its own sake, and works for the promotion of physical activity for the largest possible proportion of persons in any given group, in forms suitable to individual needs and capacities, under leadership and environmental conditions that foster health, physical efficiency and the development of good citizenship.

"To accomplish this ideal for women and girls, it aims -

"1. To promote programs of physical activities for all members of given social groups rather than for a limited number chosen for their physical prowess.

"2. To protect athletics from exploitation for the enjoyment of the spectator or for the athletic reputation or commercial advantage of any institution or organization.

"3. To stress enjoyment of the sport and the development of sportsmanship, and to minimize the emphasis placed on individual accomplishment and the winning of championships.

"4. To eliminate types and systems of competition which put the emphasis upon individual accomplishment and winning rather than upon stressing the enjoyment of the sport and the development of sportsmanship among the many.

"5. To restrict recognition for athletic accomplishment to awards which are symbolical and which have the least possible intrinsic value."[1]

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[1] Pamphlet of National Amateur Athletic Federation of America. P. 6.

"6. To discourage sensational publicity, to guide publicity along educational lines and to stress through it the sport rather than the individual or group competitor.

"7. To put well-trained and properly qualified women in immediate charge of athletic and other physical education activities.

"8. To work toward placing the administration as well as the immediate leadership of all physical education activities for girls and women in the hands of well-trained and properly qualified women.

"9. To secure adequate medical examination and medical follow-up advice as a basis for participation in physical activities.

"10. To provide sanitary and adequate environment and facilities for all physical activities.

"11. To work for such adequate time allotment for a physical education program as shall meet the needs of the various age groups for growth, development and maintenance of physical fitness.

"12. To promote a reasonable and sane attitude toward certain physiological conditions which may occasion temporary unfitness for vigorous athletics, in order that effective safeguards shall be maintained.

"13. To avoid countenancing the sacrifice of an individual's health for the sake of her participation in athletic competition.

"14. To promote the adoption of appropriate costumes for the various athletic activities.

"15. To eliminate gate receipts.

"16. To discourage athletic competition which involves travel."[1]

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[1] Pamphlet, N.A.A.F. P. 7.

"The standards which lie behind the work of the Women's Division are founded, not on the elements which make for successful 'spectator' athletics, but on a fundamental interest in and concern for what, in athletic activity, will best serve the well-being <u>of the individuals taking part in it</u>, and most effectively meet <u>their special needs, conditions and responsibilities as girls and women.</u>"

"The Women's Division, therefore, urges for girls the type of athletics which are developed from the point of view of their requirements <u>as girls</u>, not those which copy for girls standards and programs developed for boys to meet entirely different physical and other conditions. It realizes that the less skilled or unskilled members of a group are, after all, the ones most in need of the benefits which physical exercise and athletics can give, and works toward making an opportunity for physical recreation in interesting and suitable form possible for <u>every</u> girl and woman, not only for a privileged or superior few, as heretofore. It emphasizes the necessity for adequate physical examinations, follow-up examinations and health safeguards. It stresses the play spirit in athletics rather than the highly competitive attitude which makes championships and records its goal. It seeks to protect girls' sports from commercialization and exploitation. It urges the need to put well-trained and properly qualified <u>women</u> in charge of girls' and women's athletics and physical recreation, and works toward making more and better women leaders available, etc."[1]

[1] Pamphlet, National Amateur Athletic Federation of America. Pages 2-3.

In answer to the request to "stress the spirit of play" they evolved the idea of "Play Day" as the perfect answer to the problem of women's athletics. Mrs. Herbert Hoover says of the "Play Day",

"A team for everyone and everyone on a team! This is the aim of the new plan for athletics among girls. Wherever it has been tried in the United States it has found favor with athletic directors and above all with the girls themselves. The aim, which is thoroughly American and democratic, is, in part, a development of our modern determination to give every girl - every boy too - an equal opportunity for health. And I feel that an equal opportunity for joyous recreation is almost as important. Play, as all progressive educators realize, is an essential not only for physical fitness in children, but also for mental growth and poise and for social adjustment. Older girls and boys find in athletics of various types the best possible kind of play. The new plan for athletics to foster in our American youth the spirit of play, has been given the name of 'Play Days'.

"This name focuses attention on the purpose of all athletics, - a purpose which many wise people have feared we were in danger of forgetting, which should be relaxation and fun for all, instead of overexertion for a few, bleacher seats for the many, and too strained intentness for all.

"Many know how to watch a few play to the grandstand, but do not themselves know how to participate, even when there is no grandstand to inspire or intimidate, as the case may be. A great mistake. And even greater is the mistake of thinking we 'love sport' because we like to watch others. Far from it. That is merely an ability to let ourselves be entertained by big public games, by spectacles, as we are

by a host of other things, - movies, radios, automobiles, anything that will do the work for us! We must learn how much more of a thrill it is to throw ourselves into play and action, and get from it refreshment and invigoration of muscles, nerves, and spirit.

"In Play Days nothing is lost to those who are especially gifted with athletic ability. In fact, much is gained to them. A girl of athletic ability shows usually a marked capacity for excelling in some one specialty. The tendency is always to make her stick pretty closely to her specialty. If she is good on the track, she is encouraged to devote most of her time and energy to track work. She is exploited in that. This is what has happened in ninety-nine cases out of a hundred. Meanwhile all her other athletic possibilities lie fallow. She will not have the immediate joy of a variety of sports nor the inspiration or preparation for the best in the future. She will likely not have facilities for track work when school days are over, but she will have much opportunity and real need for various other sports abilities.

"It would be just as much to the point to mention specialization in any other type of athletics as in track. The real point at issue is not just what special form of sport a girl might develop, but rather that she should not develop excessive ability for any one type at the sacrifice of the many. Under the Play Day plan she easily develops ability in many types; she becomes not a star but a first class all-round player.

"Even more important is the opportunity which the Play Day system offers to girls less gifted athletically. These girls particularly need the development which joyous physical exercise and team play bring about. They have latent capacity and plenty of it, but they are not pioneers and do not discover their own possibilities.

"Beside these unusual and average girls, there is a large number of indifferent girls who, whatever education or development may have caused it, are entirely lacking in the experience and interest in genuine play. Physically, mentally, and socially they need its stimulation and invigoration. To them we have a real obligation. They must be inducted into the spirit of play. We must try to give them this great resource for health and happiness."[1]

J. F. Steiner of the University of Washington, says, "One of the most important trends is the remarkable growth of competitive sport.

"Athletic sports are dominated by a vigorous exacting spirit of work rather than of play; and more often than not they exhaust the health and vitality of the participants when they should provide relaxation and recreation for all."[2]

Considerable difference of opinion prevails as to the desirability of inter-institutional athletic contests for girls and women, with a strong trend at present against such contests, notwithstanding the insistence of a small group that girls and women are as capable of athletic competition as men and boys, and need it more. Also, a sharp

[1] "Play Day - The Spirit of Sport", Ethel Perrin and Grace Turner. Foreword by Mrs. Herbert Hoover. Pages 10-12.

[2] "Recent Social Trends," Vol. II, P. 912.

difference of opinion prevails as to the type of athletics suitable for girls and women. There are vigorous champions on both sides. Two authoritative writers in the field of physical education, one of them a man, assert that "natural feminine health and attractiveness, whether physical, emotional, or social, certainly are impaired if not destroyed by the belligerent attitudes and competitive spirit of athletic contest"; while the other, a woman, wonders whether women have fallen short of the mark set by men (as she maintains they have) "because we have not back of us the heritage of sports and games that fell to our brothers' lot."[1]

As far back as 1894 there was the controversy. A six page[2] Wellesley College pamphlet was characterized as a "delightfully lucid demonstration of the value of athletics to young women students." In 1896 Sophia Foster Richardson, while warning against "the American's national characteristic of immoderation when fired by interest in any new thing," nevertheless noted that athletic games might, "by the exercise of good judgment in their use," be made an effective agent for health, physical and mental, in the college student.

Isabel Ballantine said, about 1896, "The discipline of participating in games which are governed by strict and definite rules, is an excellent thing for girls." Lucille Eaton Hill's book in 1903, urged ethical as well as physical values for women's athletics, insisting that they should be handled by the school authorities. Frances A. Kellar in 1906 said that women need athletics especially because they need to be helped to function more successfully in human society.

[1] Recent Social Trends. Vol. II. P. 912.

[2] Literature of athletics. Carnegie Foundation 1929. Bulletin 24.

"We should urge that public schools make as good athletic provision for girls as for boys."

In the last few years a host of writers has cautioned against making athletics for girls merely an imitation of men's athletics. As early as 1909 it was pointed out in a circular issued by the Playground Association of America that this difference be made between boys' and girls' athletics. "Let the former be for fighting and the latter for fun."

In 1917 Augusta L. Patrick said, "Interscholastic athletics for women seem to me the wrong thing from every standpoint." At about the same time Clara G. Baer said, "The athletic girl has come to stay."

The present day trend is ably expressed by Dr. Frederick Rand Rogers, who says, "Games and sports for girls, by all means, of re-creative type which develop physical, psychic and social health and charm, but inter-school competition in basketball, baseball, track and field sports and Olympic competition of whatever nature: No!" [1]

Absence of regulations has operated against opportunities for intercollegiate athletics for women.

It is very important to note that numerically college undergraduates form a small proportion of the mass of girls who are interested in athletics. The girls in industry are the ones who make up our Olympic teams.

Colleges and universities are, for the greater part, conducting sane and wholesome programs in athletics, but it is the great mass of American girls who are in industry who are most likely to be injured

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[1] School and Society Vol. XXX, No. 763. "Olympics for Girls?" Dr. Frederick Rand Rogers. P. 194.

if the present trend in men's athletics continue to seep into women's athletics.

In 1931 there were no intercollegiate sports for women, because it was believed that there should be a broad program of sports activities with opportunities for every girl in the university to reap their benefits, rather than a narrow program of varsity sports with the resultant training of a few star performers and the neglect of the mediocre or average girl.

The main object in the teaching of sports should be for enjoyment in after school life. The colleges and universities have succeeded in emphasizing the spirit of play and good fellowship in their athletic activities for women, but this is not generally true of those in charge of industrial athletics or in many small rural high schools.

Sometimes women's athletic teams are used by the Chamber of Commerce to "boost" the town. A man coach is hired who has no other interest in the girls but to produce a winning team. This is often done at the expense of the health of the girls.

In a mid-western city a church basketball team had on its roster an eighth grade girl who fainted in four successive games. Her examination card at school revealed she had a rapid heart, malnutrition, and anaemia. This girl played through a championship season and attended a banquet at which the male coach spoke at length of the value of sports for women.

A well known sporting goods house in Cincinnati sponsored a girls' basketball tournament. There were to be no physical examinations of the girls who participated, no set rules but boys' and girls' mixed, no regulation costumes. Because of a protest made, the sporting goods house stated in a letter:

"This company has been organizing and running all kinds of leagues for the past 50 years in order to sell their merchandise, and if they have to discontinue this practice, they will have to quit business. They have sold equipment to all girls' teams in their league and they are trying to procure games for these teams."

In this case as in many others there is no interest in the girls' health. All they want is to sell their goods to the teams.

Early experiments in intercollegiate competition for women came to grief because they patterned their competition after men's athletics. The women had no set standards of physical activity; they did not know their strength and limitations.

Pioneers of women's physical education discarded men's standards and gave up intercollegiate competition. They tried to give every girl a chance at healthful and happy activity. According to Miss Eleanor Dobbins, formerly Director of Physical Activities for Women in Boston University, there are sufficient activities for girls without aping those of men. These activities are less strenuous because the rules are made according to the ability of the girls.

The most recent statistics of the trend away from intercollegiate athletics for women are those of Mabel Lee, Professor of Physical Education in the University of Nebraska. A record of her work in this field appeared in the May 1931 issue of the Research Quarterly of the American Physical Education Association.

Miss Lee says in part:

"Questionnaires were sent out to the Directors of Physical Education for Women in 154 leading colleges and universities of the United States. Replies were received from 98 colleges. Fifty-six directors failed to reply. The 98 directors replying represent 37 different states and the District of Columbia.

"This study includes agricultural colleges, teachers colleges, state universities, privately controlled universities, women's colleges, co-educational colleges, junior colleges, and denominational colleges. It includes colleges of all sizes, with the enrollment of women students ranging from 52 to 9709." [1]

Miss Lee summarizes the case for and against women's athletics in the following form, using the direct results of her questionnaires to show the concensus of opinion:

"I. Effect Upon Women Students

a. Advantages to those who participate.

1. In keeping necessary training rules they would acquire habits of hygienic living which should be of great value to them.

2. Through contact with strangers as their guests or as their hostesses they would acquire a training in social values and a broadening of experience which cannot be approximated in playing games with

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[1] Research Quarterly. Pages 93-94.

none but home teams.

3. Through the greater interest in intercollegiate games they would feel the more keenly defeat and victory so that their instructors would have an opportunity to drive home to them the lessons to be derived from defeat and victory more quickly and more sharply than in the case of intramural or interclass activities!

4. They would work harder, thereby acquiring better muscular control, co-ordination and increased vigor, also increased mental activity in quickened thought reactions!

5. They would acquire alertness, initiative, clear thinking, decisiveness, self-discipline to a much greater degree than they would through lesser interest in home activities.

6. They would have opportunities to make contact they would not otherwise have.

7. It would give good players a chance to play good games.

8. It is a wholesome pleasure.

9. It broadens the vision of the girls.

10. It creates an excellent test of sportsmanship and health training in order to succeed.

11. The varsity type of individual needs opponents worthy of her calibre.

12. It aids women to meet problems of competition in the business and professional world.

13. It gives the girl with exceptional motor skill an opportunity for development and she should have this chance as well as the girl with the exceptional mind.

14. It trains girls for later situations in life, physically and socially.

b. Disadvantages to those who participate.

1. They would be apt to get more "physical straining than physical training", showing the most perhaps in nerve fatigue.

2. The emotional strain attendant upon such competition would be injurious.

3. There would be ever present the tendency to take an active part in activities during the menstrual period for the sake of the trip and the honor of having played. Also the members of a team who can be the least spared by their team would be urged to keep secret their condition so the team would suffer no handicap through their absence, the desire to play the best players being so much more intense in intercollegiate games than it would ever be in a series of interclass or intramural games.

4. The intensive training that would come with participation in these activities would lead to the neglect of other school work due to increase of interest in the activity or through physical fatigue from this intensive training, which would make the girl unable to give proper attention to the other work.

5. The one idea to win at any cost would be bound to creep in, bringing in its wake the inevitable qualities of rowdyism, unless the activities and the players themselves are carefully supervised by competent and conscientious instructors.

6. With the usual rush of college life there is no time that might rightly be given up for the intensive training intercollegiate activities demand.

7. An undesirable newspaper notoriety would be sure to come to the girls; especially undesirable would be the mention of the fact that certain players are to be out of certain games, as is always the case when men players are out for physical disability of any sort.

8. The sense of values of the players would become distorted as now happens in the case of men's athletics.

9. The disadvantages so far outweigh the advantages that we should not even consider them.

10. Girls are too high strung emotionally to participate wisely in such activities.

11. The values, if any, when achieved are not worth the time spent to achieve them.

12. They would make unfavorable contacts through the unfavorable publicity that would come with varsity competition.

13. It is not a wholesome activity for a girl to enter judging from the experiences college men go through in their varsity competition.

14. Membership on a varsity squad would curtail a woman's freedom to pursue the normal trend of college life just as it now curtails the freedom of a man who is on a varsity squad.

15. A question which should not be ignored is that raised by certain members of the medical profession as to the bad effect of intense athletic participation on child bearing.

c. Disadvantages to those who do not participate.

1. They may not get "physical straining" but would be quite apt to get little "physical training" through neglect if the teaching staff had to turn out varsity teams. It seems impossible that the "many" would not suffer neglect for the "few". No school has sufficient staff or equipment to carry out a correct program for both the "many" and the "few".

2. The many girls neglected are sure to be the very girls who need the most training for their physical welfare.

3. They would not have their legitimate share of athletic and department funds spent upon their training, so high would be the expense of intercollegiate teams."[1]

"III. Effect Upon the Athletic Activities Themselves.

a. Advantages.

1. It sets an example of skill and thus encourages greater participation in the games.

2. It gives a better idea of the purposes of sports.

3. It creates higher standards of performance.

4. Mass participation levels the best to mediocrity and unless other opportunity is given to the best, the best is lost.

5. With proper coaching and officiating, intercollegiate athletic competition gives greater opportunity for fairer and more stimulating competition.

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[1] Research Quarterly, May 1931. Pages 95-97.

b. Disadvantages.

1. It would prevent the adaptation of the game to meet the needs of the average girl since the more intense interest would be in the game the stronger girl could play.

2. It would limit the number actually playing the game since only a few can be chosen for teams.

3. It would tend to produce "fans" out of the majority, rather than players.

4. It would lessen the field of interest in the activity through a lessening of the number that can be chosen.

5. The highly undesirable commercialism of men's athletics would be sure to creep in.

6. It would tend towards professionalism, a most undesirable thing.

7. It would produce enemies for the game because of disapproval of the physical strain upon the participants.

8. The entrance of women into the intercollegiate athletic world would take us still farther away from the goal physical educators seek—the goal of "play for play's sake" and everyone on the field instead of in the grandstand.

9. It would be sure to be conducted as is men's inter-collegiate athletic competition. Why do we think it would not be so conducted since there are so many men only too willing to step in and advise in that direction?

10. My experience at ______ University teaches me that girls can be interested in large numbers in an intramural program without varsity competition to make a peak to the pyramid at the end of each season. We have been doubling and even tripling our intramural enrollment in many sports year by year for four years now, with the plea to come out "just for the fun of it" as the only incentive. I am sure the majority of these girls would not come out for these sports if they thought it meant working up to varsity for they would not care to go into it so intensively. Many would feel they should not come out unless they were skillful at a sport if varsity play were the ultimate goal of the season and so we would lose the very girls we need most to reach. The appeal to come out "just for the fun of it" reaches hundreds of girls the minute they know it is not to be intensive and is to be purely recreational.

11. While a few girls on every campus may yearn for the notoriety varsity playing might bring them, the great rank and file of women students would greatly dislike being personally involved in the tedious work and physical straining of a varsity program. They wish for themselves play and fun from their physical activities, not the work and tedious confinement they see their brothers go through who are on a varsity squad. There are plenty of men students too who see these disadvantages in varsity participation and avoid being dragged into it personally. The epidemic of student opinion voiced in our college papers all over the country last fall (1930) will back up these statements."[1]

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[1] Research Quarterly, May 1931. Pages 98-100.

"II. Circumstances Under Which Play Day Games Might Be Acceptable as College vs. College.

1. <u>If there is mass participation.</u>

2. If individual sports are the only ones used such as tennis, golf, archery, etd., eliminating jumping contests.

3. <u>If no championships are settled.</u>

4. If games are absolutely impromptu and informal.

5. If with only nearby schools.

6. If there is no publicity and no gate receipts.

7. If the game is emphasized and not the victory.

8. <u>If all emphasis is placed on the social.</u>

9. <u>If no coaching is allowed, not even between halves of games and with many games going on at a time.</u>

10. <u>If there is no announcement of scores.</u>

11. If there is proper coaching and officiating and freedom of coaches to stop a game with any college at any time in a game.

12. If there is no preliminary practice.

13. If it is interclass or intergroup college competition and not varsity form.

14. If there is a limit to the number of sports a girl may enter.

15. If there are no championships and there is free discussion of play after the games.

16. If basket ball is eliminated.

"Why Directors Have Changed Their Views on the Question of Intercollegiate Athletics for Women:

I. Change From Disapproval to Approval

1. Because there are more women coaches now, the rules are more unified and the public attitude is better. (Note: This director is not having intercollegiate athletics however).

2. Sport conditions have changed, they are less emotionalized and games are not now over emphasized.

3. Because of my experience with Play Days and because of the benefits derived from an extensive intramural program.

4. Because I have had practical experience with intercollegiate athletics and have found none of the evils which I had drummed into me as a student.

5. Because I believed without trying it out that intercollegiate athletics meant sports for the few with only the best participating. I find I was wrong. With an increasing intercollegiate program we have had an enormous increase in intramural and non-competitive sports. Our varsity teams constitute a leader's group which coaches, captains and officiates for the lower teams. I doubt if the group would have the same incentive to meet for instruction, if they did not know that they were going to have their own matches as well as teach others, train teams and umpire games.

II. Change from Approval to Disapproval

1. Because of my observation of intercollegiate athletics and discussions of the problem.

2. Because of the changing attitude toward play and physical education on the part of students and colleges.

3. Because of my special training in the field of physical education.

4. Because of my experience with intercollegiate athletics.

5. Because of my observation of the great needs for training in sports of those who are inexperienced.

6. Because I felt a stand "for" was too radical.

7. Because of an acquired interest in a concern for the effects of athletics on the body.

8. Because of the changed attitude toward women in sports.

9. Because of a more sincere study and closer observation. Such participation will not injure some girls - I do not believe it hurt me, but there are girls who played with me who are injured. If one girl is injured it doesn't pay.

10. Because of National Amateur Athletic Federation's views.

11. My original opinion was based upon the fact that I was a member of a varsity team. Since then the theory and practice of interclass and play day competition have shown themselves far more democratic.

12. I am now against intercollegiate athletics in all sports of body contact but not against intercollegiate athletic sports such as tennis and golf.

13. Because within the past eight years I have become a teacher and I see the teacher's viewpoint now.

14. Because of my observation of intercollegiate athletic games and because of articles I have read on this question."[1]

(Stand of Athletic Conference of American College Women on Intercollegiate Athletics for Women)

"At the 6th National Conference of A.C.A.C.W. held at the University of Michigan April 24-26, 1930, 117 colleges were represented at the meeting. The problem of intercollegiate sports was one of the many discussed on the program. In spite of the fact that there was a feeling that intercollegiate competition is gaining in favor, the conference as a whole renewed its former pledges against such competition and passed the resolution that 'A.C.A.C.W. oppose all intercollegiate competition, meaning competition in which whole teams from one college compete against whole teams from another college.' The organization came out in favor of sponsoring Play Days for both colleges and high schools and in its platform asks that all colleges emphasize mass participation in sports through intramural programs and Sports Days. Notable among its resolutions is the one stating 'That A.C.A.C.W. oppose participation in the Olympics by all women'. All readers not informed about this organization will be interested to know that it is a group of college women students and not a group of college physical education directors."[2]

[1] Research Quarterly, May 1931. Pages 106-107.

[2] Ibid. P. 108.

STATISTICS (Quoted from Research Quarterly, May 1931. P. 110)

	1923		1930	
I. Do intercollegiate athletics for women harm participants?	Number	Per Cent	Number	Per Cent
a. Physically				
1. Yes	30	60	52	53 +
2. No	6	12	31	31 +
(a) Of these, number having such activities	3		11	
(b) Of these, number who disapprove on other grounds	1		13	
(c) Of these, number who believe they neither harm nor benefit	2		4	
(d) Of these, number who believe they do not harm but do benefit	0		3	
3. In doubt	2	4	6	6 +
4. No reply on this	12	20	9	9 +
II. Do intercollegiate athletics for women benefit participants?				
a. Physically				
1. Yes	12	24	10	10 +
2. No	24	40	76	77 +
3. In doubt	2	4	2	2 +
4. No reply to this	12	24	10	10 +
	50	100	98	100

	1923		1930	
	Number	Per Cent	Number	Per Cent
b. Socially				
1. Yes	21	42	39	39 +
2. No	14	28	43	43 +
3. In doubt	5	10	7	7 +
4. No reply to this	10	20	9	9 +
	50	100	98	100
III. Basis of opinion "for" or "against" intercollegiate athletics - varsity type.				
a. Number who are now involved in varsity type.			11	11 +
1. Of these, against			1	9 +
2. Of these, for			10	90 +
b. Number who have had actual experience with this activity as teachers.			39	39 +
1. Of these, against			26	66 +
2. Of these, for			11	28 +
3. Of these, unclassed			2	5 +
c. Number who have had actual experience as teachers of such but are not now involved in team.			28	28 +
1. Of these, against			25	89 +
2. Of these, for			3	10 +
d. Number who have had actual experience in varsity intercollegiate athletics as students			26	26 +
1. Of these, against			17	65 +
2. Of these, for			8	30 +
3. Of these, in doubt about it			1	4 +
e. Number who have had actual experience with this form of activity either as students or as teachers of students involved	30	60	52	53 +
1. Of these, against	28	93 +	38	73 +
2. Of these, for	2	6 +	13	25 +
3. Of these, unclassed	0		1	

	1923		1930	
	Number	Per Cent	Number	Per Cent
f. Number who have observed this form of activity carried on by others but have had no actual experience otherwise.	8	16	25	25 +
1. Of these, against			24	96
2. Of these, for			1	4
g. Number who have been involved in this activity as teachers and also have observed others but have not themselves been participants as students.			14	14 +
1. Of these, against			13	92 +
2. Of these, for			1	7 +
h. Number who have been involved as student participants and observers but not as teachers			9	9 +
1. Of these, against			9	100
2. Of these, for			0	
i. Number who know of this form of activity from theory only.	7	14	13	13 +
1. Of these, against	7		12	92 +
2. Of these, for	0		1	7 +
IV. Holding same opinion "for" or "against" varsity type of intercollegiate athletics for women.				
a. Number who now hold the same opinion they held eight years ago			65	66 +
1. Of these, against then and now			57	87 +
2. Of these, for then and now			6	9 +
3. Of these, in doubt or unclassed then and now			2	3 +
b. Number who do not hold the same opinion they held eight years ago			29	29 +
1. Of these, against now			22	75 +
2. Of these, for now			5	17 +
3. Of these, in doubt now			2	6 +
c. Number who failed to reply to this question.			4	4 +
			98	100 [1]

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[1] Research Quarterly, May 1931. Pages 111-112.

V. Views of staff members of departments of physical education for women in colleges.	1923		1930	
	Number	Per Cent	Number	Per Cent
a. Number of physical education teachers represented by those directors who reported the number on their staffs and who at the same time replied to questions in such a way that their staff members could be classed as "for" or "against".			369	
1. Of these, number "against" varsity type of athletics for women			315	85
2. Of these, number "for" varsity type of athletics for women			54	14
b. Number of physical education teachers represented by directors who reported that their entire staffs agree with them on the question			279	
1. Of these, number against varsity type of athletics for women			261	93
2. Of these, number for varsity type of athletics for women			18	6
VI. Views of directors and staff members in colleges supervising the athletics of large numbers of women.				
a. Of these 98 colleges represented, the number of college directors having women physical education staffs of 7 or more members			17	17
1. Of these colleges, number of directors against			17	100
2. Of these colleges, number of directors for			0	
b. Of these 17 colleges, the total number of physical education teachers whose directors' replies were such that they could be classed as either for or against.			150	
1. Of these, the number against			142	94
2. Of these, the number for			8	5 [1]

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[1] Research Quarterly, May 1931. P. 113

	1930	
VII. College women represented in this study	Number	Per Cent
a. Number of women students represented by these 98 directors	120,725	
1. Of these, the number represented by directors against	102,791	85 +
2. Of these, the number represented by directors for	13,268	10 +
3. Of these, the number represented by directors in doubt	451	.03
4. Of these, the number represented by directors unclassed	4,215	3 +
	120,725	100
b. Number represented by schools having varsity type of intercollegiate athletics for women		
1. Yes	8,658	7 +
2. No	112,067	92 +
6. Number represented by schools having inter-class type of intercollegiate athletics for women		
1. Yes	1,719	1 +
2. No	119,006	98 [1]

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[1] Research Quarterly, May 1931. P. 115.

SUMMARY

It is interesting to note the rising tide of condemnation of girls' competitive athletics. It has grown from a mild protest to most emphatic statements of disapproval. The whole thought life of women is changing rapidly and its expression in activity is bound to change. This subject, therefore, becomes one of the thought-provoking questions.

It should be noted that some of the objections to competition for women can equally be applied to men. However, man by the very nature of his character is endowed and more beautifully blessed with the ability to cope with the bad effects. With the feminine character, the reverse is true to such a point that medical science must take warning of this destructive, venomous, vicious monster - "competition". We have heard said that one is suffering from "the strain of competition"; that is, the face is puffy and anemic. The wear and tear on the nerves is characterized by a face of hard lines accompanied by a "hungry" look. Everywhere in competitive athletics attempts are made to secure superiority for the sake if victory rather than for the sake of health, pleasure, recreation, or social development.

"Viewed from the standpoint of their effects on the psychic natures of participants, competitive athletics resolves itself into a conflict between personalities. In Olympic games participation is motivated almost exclusively by desire for glory - the supreme hope that ego will secure what tu also wants. The immediate consequences of this psychic conflict yield such fruits as suspicion, envy and hate

rather than confidence, pleasure and friendship. The very threat of personal defeat or hope of glory tends to convert every competitive activity into a gladiatorial show. The game ceases to be the end and becomes only a means to secure personal privilege and satisfy selfish pride. Consequently, many of the artistic or otherwise elevating qualities which Olympic games may serve to improve are discounted, ignored and destroyed, while sympathy, good-will and charity - the basic traits necessary to family or community life - are sacrificed."[1]

"Athletics, for example, including their manifestations in inter-school contests and Olympic games, may be 'good' for boys and men. They may also be 'good' for girls and women. But to conclude that, because athletics apparently serve to develop boys into wholesome, virile men, therefore they may serve to develop girls into normal, feminine women involves the assumption that men and women are essentially identical in the traits which athletics serve to mold and mature."[2]

But the observations made in this research depend so much on the validity of the commonly accepted belief that men and women are different that a brief summary of these differences is important.

This thesis is heavy in scientific proof of the all too apparent bodily differences between the sexes. One can hardly conceive of a sport that does not require the use of the arms or legs in some form. Whether it is running a race or throwing a baseball the female is heavily handicapped in her efforts to emulate her brother. Observations have been made relating to the differences of the female pelvis

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[1] School and Society, Vol. XXX, No. 763. "Olympics for Girls?", Dr. Frederick Rand Rogers. P. 190-191.

[2] Ibid. P. 190.

and thigh with reference to the harmful effects when a girl endeavors to force nature. A very interesting study by Dr. McCloy helps to remove a fallacy in relation to the injury caused by jumping. He points out that the shock of landing is, for the pelvic organs, negligible.

The functional disturbances to which women are subject also affect seriously their adaptability to athletic competition in regularly scheduled tournaments. The concensus of opinion seems to denote that strenuous activity during menstrual period is not advantageous to health. Unfortunately, competition does not step aside, nor can a competitive game already scheduled be postponed or put over because of these physiological disturbances peculiar to the female.

In intercollegiate athletics there is ever present the tendency to take an active part in activities during the menstrual period for the sake of "a greater interest in intercollegiate games. They would feel the more keenly defeat and victory so that their instructors would have an opportunity to drive home to them the lessons to be derived from defeat and victory more quickly and more sharply than in the case of intramural or interclass activities!"

The psychological differences between the sexes are obvious. Competition is natural to man. In woman, unnatural. Woman "breeds" and "tends" - man provides. Boys have muscular plays, wrestling and fighting; girls have social plays, calling and visiting. Athletics will help train the girl physically, mentally, morally, and help her

prepare for her life work. In the case of competitive athletics, it is a question of physiological and emotional differences between the girl and boy - not a question of inferiority or superiority.

The Women's Division of the National Amateur Athletic Federation has set standards in athletics for girls. Some interesting planks from their platform are:

To minimize the emphasis placed on individual accomplishments and the winning of championships.

To eliminate types and systems of competition which put the emphasis upon individual accomplishment and winning.

To promote a reasonable and sane attitude toward certain physiological conditions which may occasion temporary unfitness for vigorous athletics.

To avoid countenancing the sacrifice of an individual's health for the sake of her participation in athletic competition.

The present trend in women's colleges seems to be decidedly opposed to competitive athletics in that competition is a menace to their true physical educational program based on the objectives of the health, social efficiency and culture.

"Life should be a process whereby the unique prepotencies of each individual are protected, developed and finally brought to blossom and fruition. For girls and women this means the development of all those traits which are necessary to attract the most worthy fathers for their children, provide the most healthful physiques for child-

bearing and build the most maternal emotional and social behavior patterns. Intense forms of physical and psychic conflicts, of which athletics provide the best example in modern life, and of which Olympic games provide the extreme type, tend to destroy girls' physical and psychic charm and adaptability for motherhood. Consequently, girls who persist in seeking athletic honors are 'purchasing bubbles with a whole soul's tasking.' It is a paimary duty of parents and educators in charge of girls' activities at least to inform their children and pupils of the price paid for athletic honors, or even for attempts to secure such honors. Games and sports for girls, by all means, of recreative types which develop physical, psychic and social health and charm, but interschool competition in basket-ball, baseball, track and field sports, and Olympic competition of whatever nature: no!"[1]

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[1] School and Society, Vol. XXX, No. 763. "Olympics for Girls?", Dr. Frederick Rand Rogers. P. 194.

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